

Evaluation of Idaho's Dual Credit Funding through Advanced Opportunities

Attachment 1
02-08-22 SEDU



February 8, 2022
Boise, Idaho

What is WICHE?

- An interstate compact formed by the Western Governors in 1953
- 15 states, two territories, and two freely associated states

The Western Regional Education COMPACT

Entered into by and between the States and Territories signatory hereto, to provide acceptable and efficient educational facilities to meet the needs of the Western Region of the United States of America.

I WHEREAS, the future of this Nation and of the Western States is dependent upon the quality of the education of its youth; and

WHEREAS, many of the Western States individually do not have sufficient numbers of potential students to warrant the establishment and maintenance within their borders of adequate facilities in all of the essential fields of technical, professional, and graduate training, nor do all the states have the financial ability to furnish within their borders institutions capable of providing acceptable standards of training in all of the fields mentioned above; and

WHEREAS, it is believed that the Western States, or groups of such states within the Region, cooperatively can provide acceptable and efficient educational facilities to meet the needs of the Region and of the students thereof;

Now, therefore, the States of Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming, and the Territories of Alaska and Hawaii do hereby Covenant and agree as follows:

II Each of the compacting states and territories pledges to each of the other compacting states and territories faithful cooperation in carrying out all the purposes of this Compact.

III The compacting states and territories hereby create the Western Interstate Commission for Higher Education, hereinafter

called the Commission. Said Commission shall be a body corporate of each compacting state and territory and an agency thereof. The Commission shall have all the powers and duties set forth herein, including the power to sue and be sued, and such additional powers as may be conferred upon it by subsequent action of the respective legislatures of the compacting states and territories.

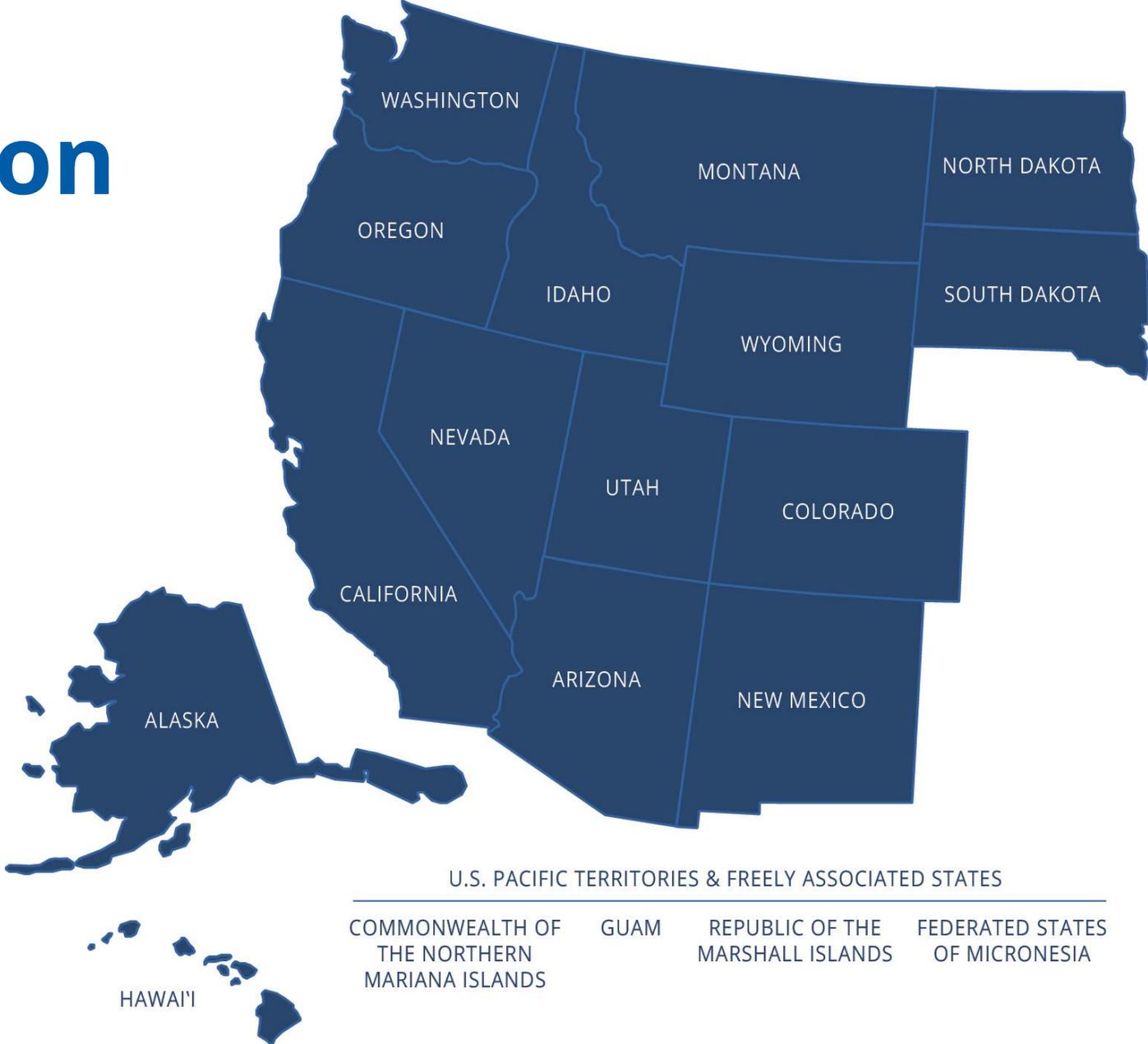
IV The Commission shall consist of three resident members from each compacting state or territory. At all times one Commissioner from each compacting state or territory shall be an educator engaged in the field of higher education in the state or territory from which he is appointed.

The Commissioners from each state and territory shall be appointed by the Governor thereof as provided by law in such state or territory from which he shall have been appointed.

The terms of each Commissioner shall be four years. Provided, however, that the first three Commissioners shall be appointed as follows, one for two years, one for three years, and one for four years. Each Commissioner shall hold office until his successor shall be appointed and qualified. If any office becomes vacant for any reason, the Governor shall appoint a Commissioner to fill the office for the remainder of the unexpired term.

V Any business transacted at any meeting of the Commission must be by affirmative vote of a majority of the whole number of compacting states and territories.

WICHE region



WICHE's mission

WICHE and its 16 member states, territories, and freely associated states work collaboratively to expand educational access and excellence for all citizens of the West.

By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

The WICHE Commission



Rick Aman
President
College of Eastern Idaho



Sen. Dave Lent
Idaho Senate



Matt Freeman
Executive Director
Idaho State Board of Education

Legislative Advisory Committee



Representative
Paul Amador



Senator
Kevin Cook



Senator
Dave Lent



Senator
Melissa Wintrow

Background – WICHE Approach

- **Mandate for evaluation:**
 - Fiscal Impact
 - Student Outcomes (Go-on rates, GPA, retention, # of credits earned)
 - “Appropriateness” of state funding
- **Generally correlational, not causal**
- **Research uses data from Idaho’s SLDS and State Department of Education Advanced Opportunities Database. Any errors are attributable to WICHE.**

Background – Dual (Concurrent) Enrollment

Defined

An opportunity for high school students to simultaneously earn high school and postsecondary credit.

(Idaho SBOE Policy III.y)

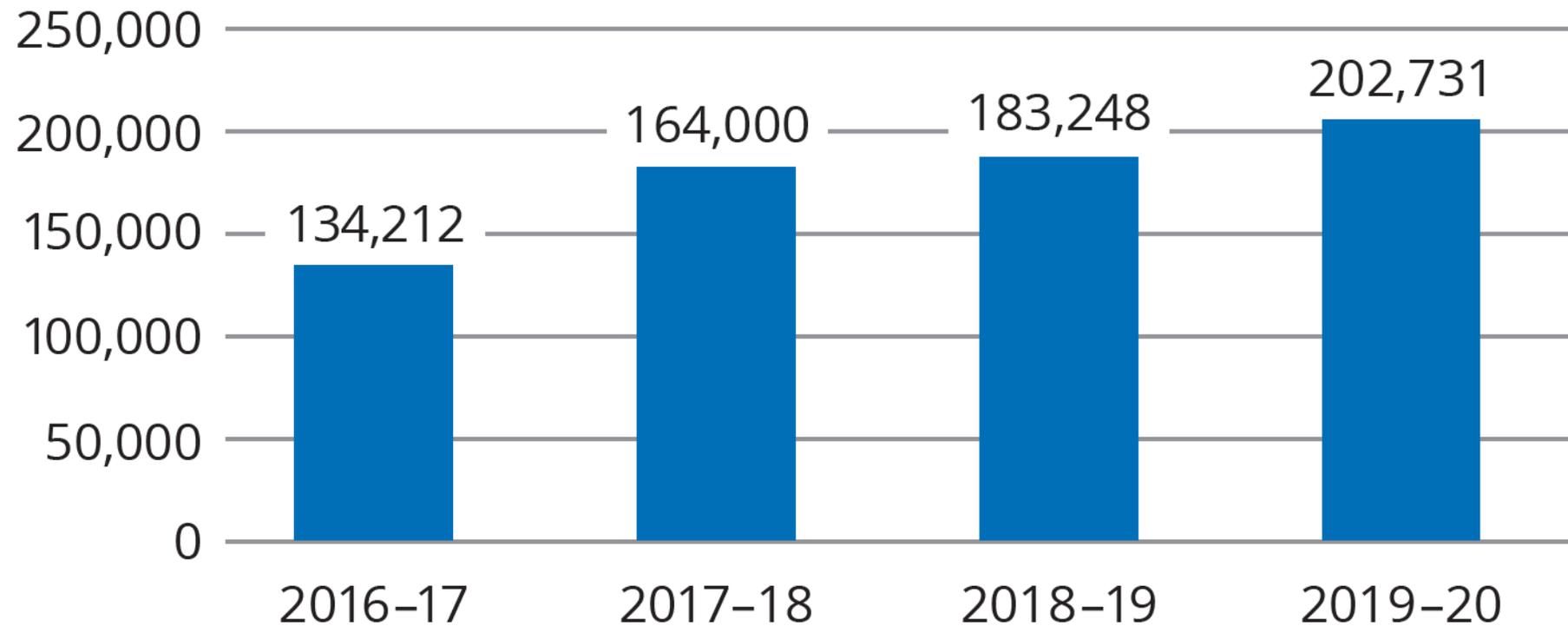


Finding 1:

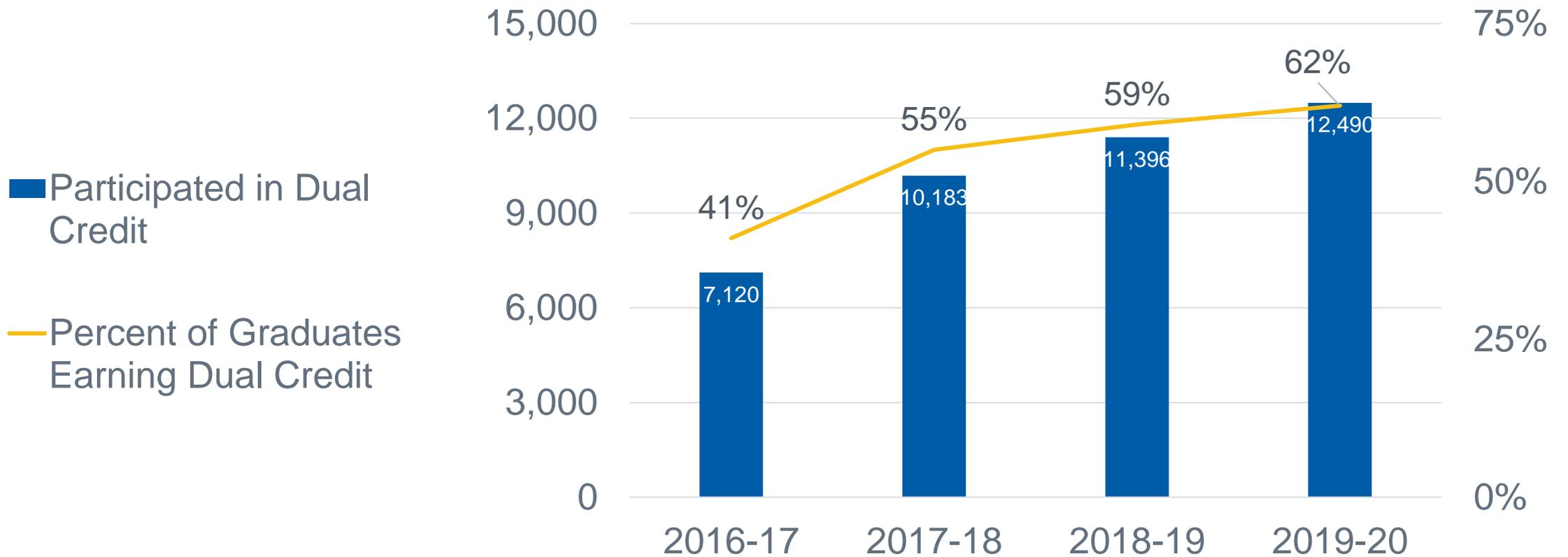
The number of postsecondary credits earned by graduating public high school students continues to increase.



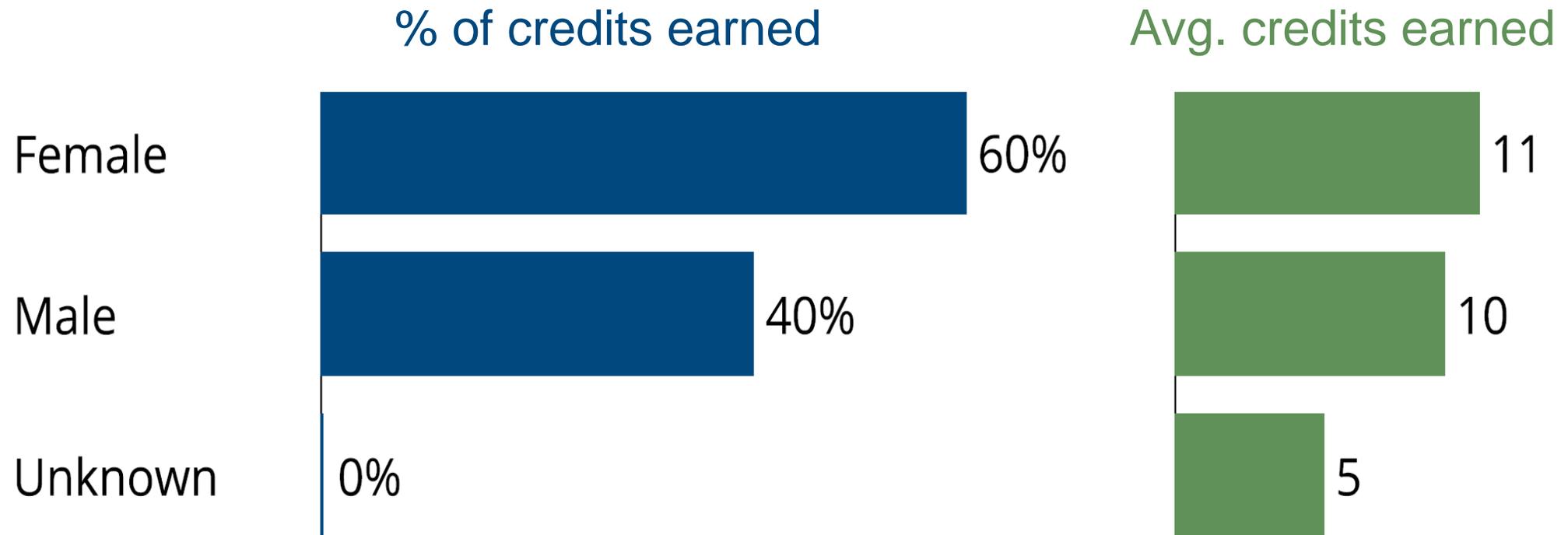
Total dual credits earned by year



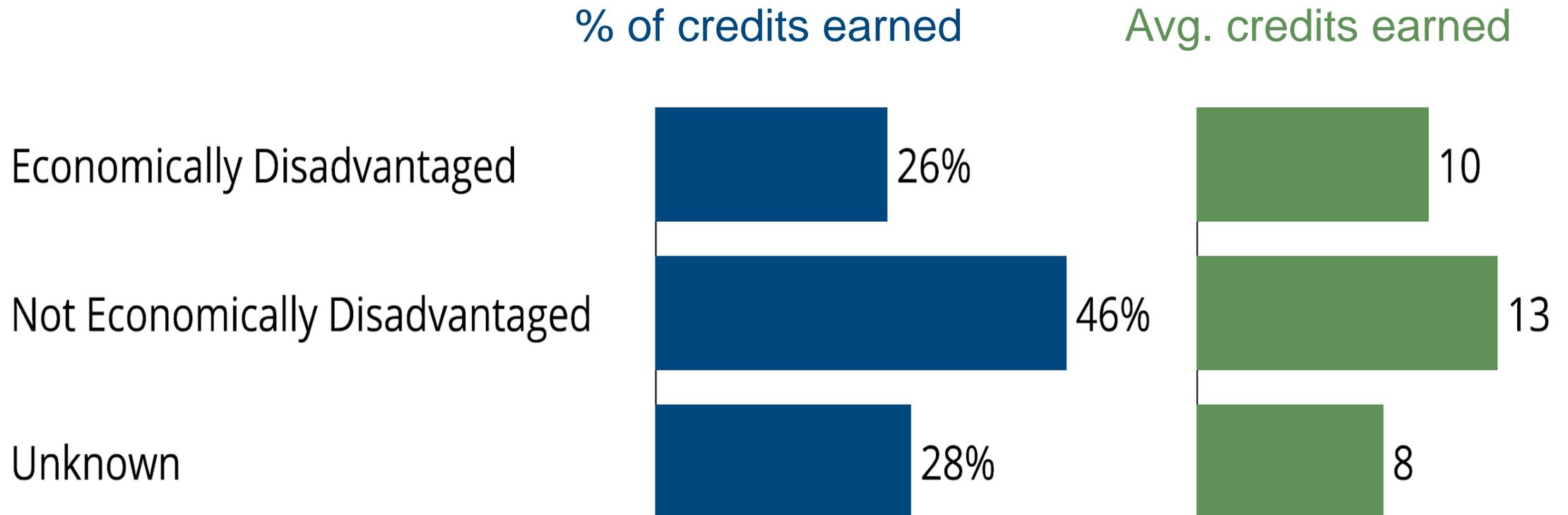
Student Participation in Dual Credit by HS Graduation Cohort



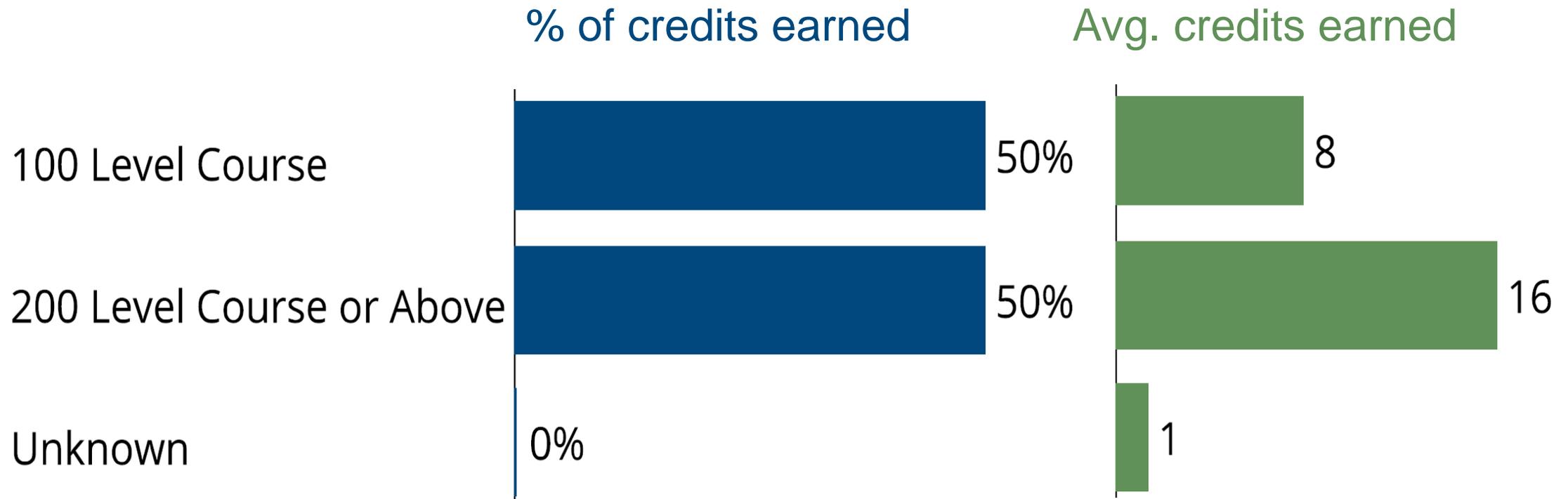
Credits Earned by Gender



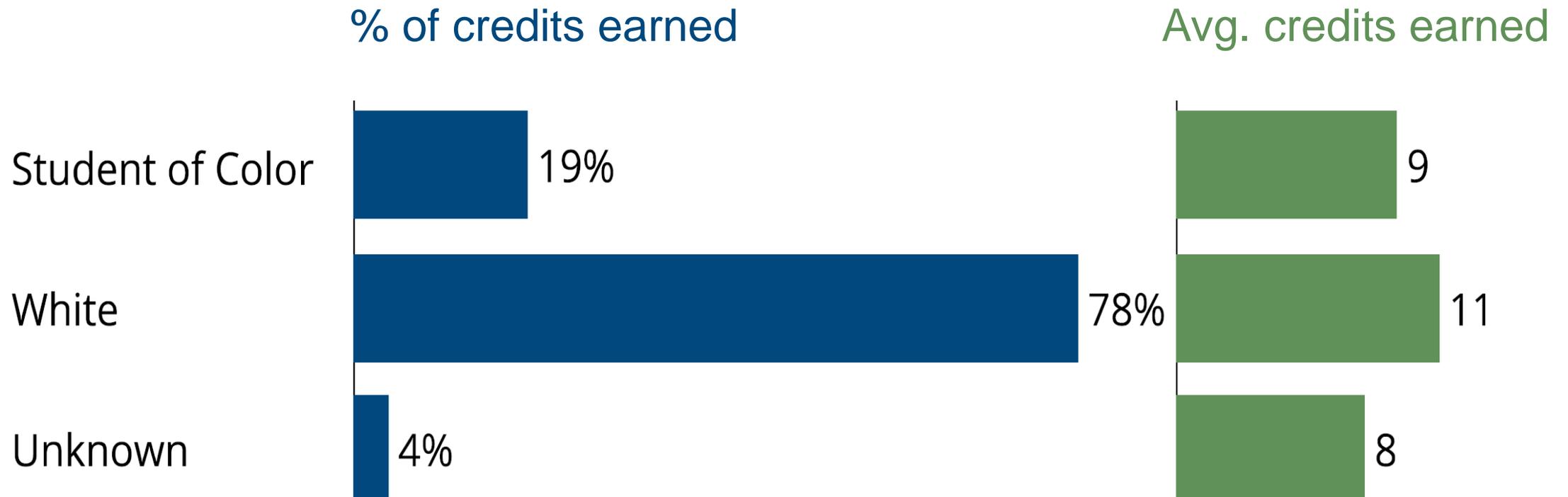
Credits Earned by Socio-Economic Status



Credits Earned by Highest Course Taken



Credits Earned by Race/Ethnicity



Finding 2:

State spending on dual credit has increased but appears to be generating substantial student savings compared to program costs.



State Spending by Fiscal Year

Fiscal Year	State Spending on Dual Credit
FY 2016	\$3.0M
FY 2017	\$9.8M
FY 2018	\$13.4M
FY 2019	\$15.8M
FY 2020	\$19.1M
FY 2021	\$17.9M

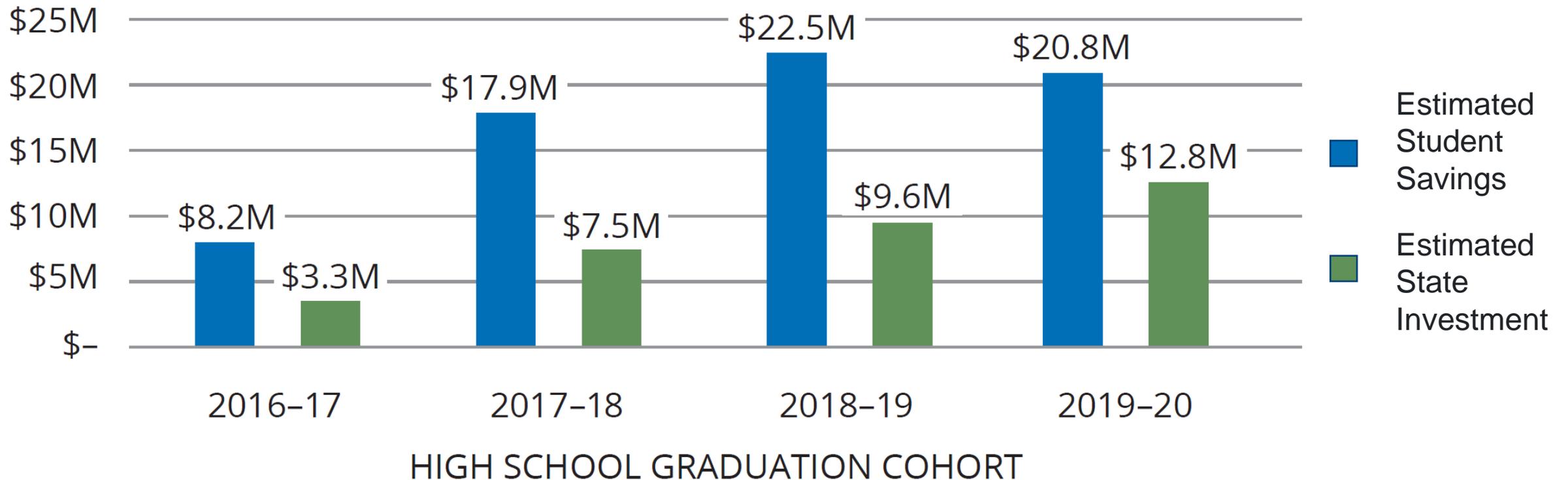
Sources: Idaho State Department of Education (FY 2016, 2018-2021); Boise State Dual Credit Evaluation (FY 2017)

Caveats and Warnings

- Projections and estimations
- Next two slides are meant to be illustrative and informative, not exact “predictions”
- Both models are simplified and would benefit from more data elements, longer time periods, and more complex analysis

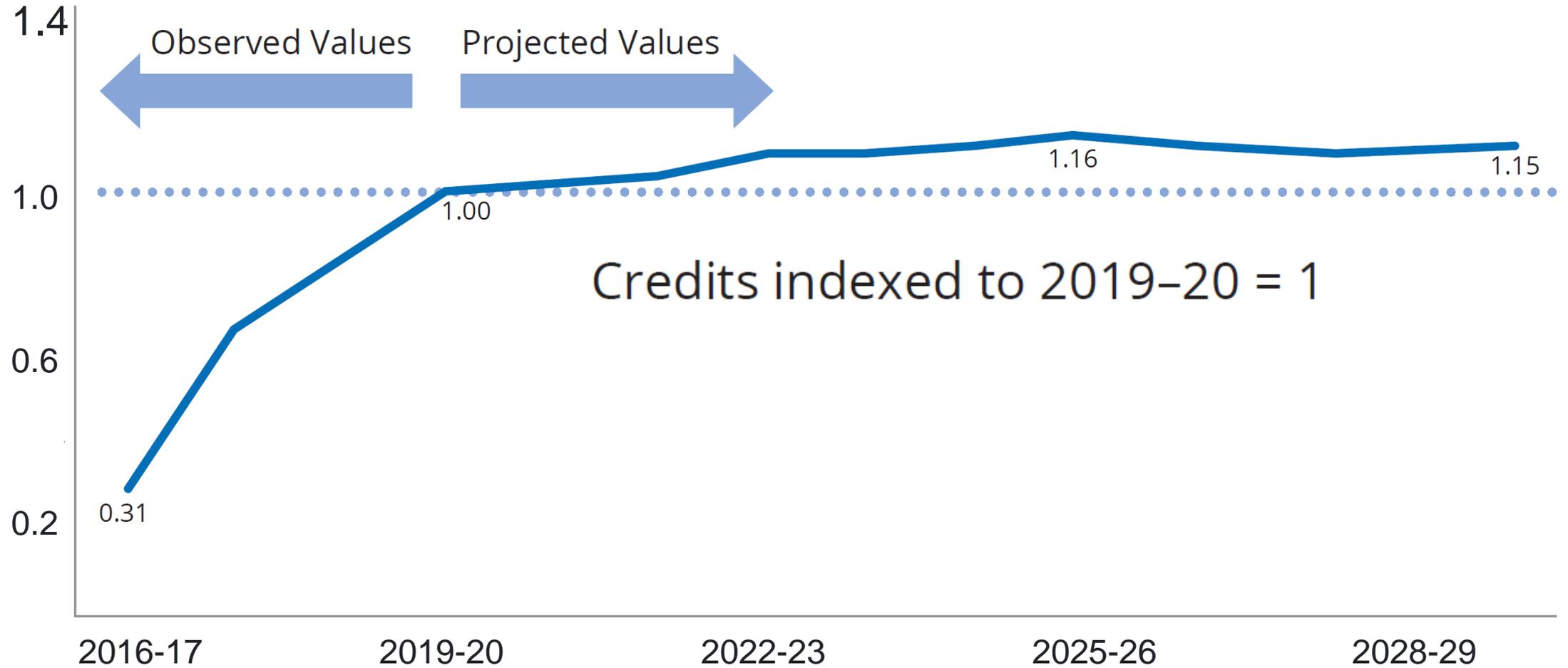


State Spending vs. Estimated Student Benefit



Sources: Idaho SLDS & SDE data; WICHE, *Tuition and Fees in the West 2021*; NACUBO, *2019 NACUBO Tuition Discounting Study*; College Board, *Trends in College Pricing*; IPEDS, various reports.

Estimated Future Credit Accumulation



High School Graduation Cohort

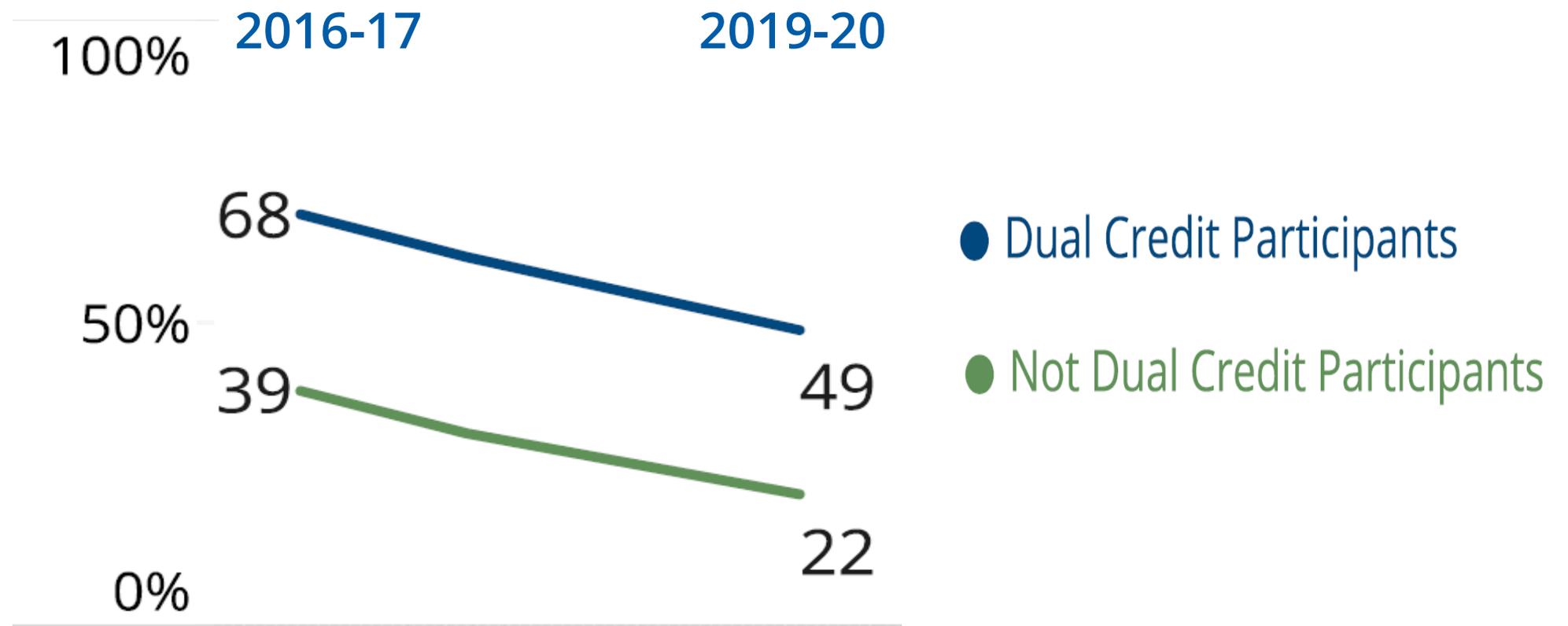
Sources: Idaho SLDS data; WICHE, *Knocking at the College Door*



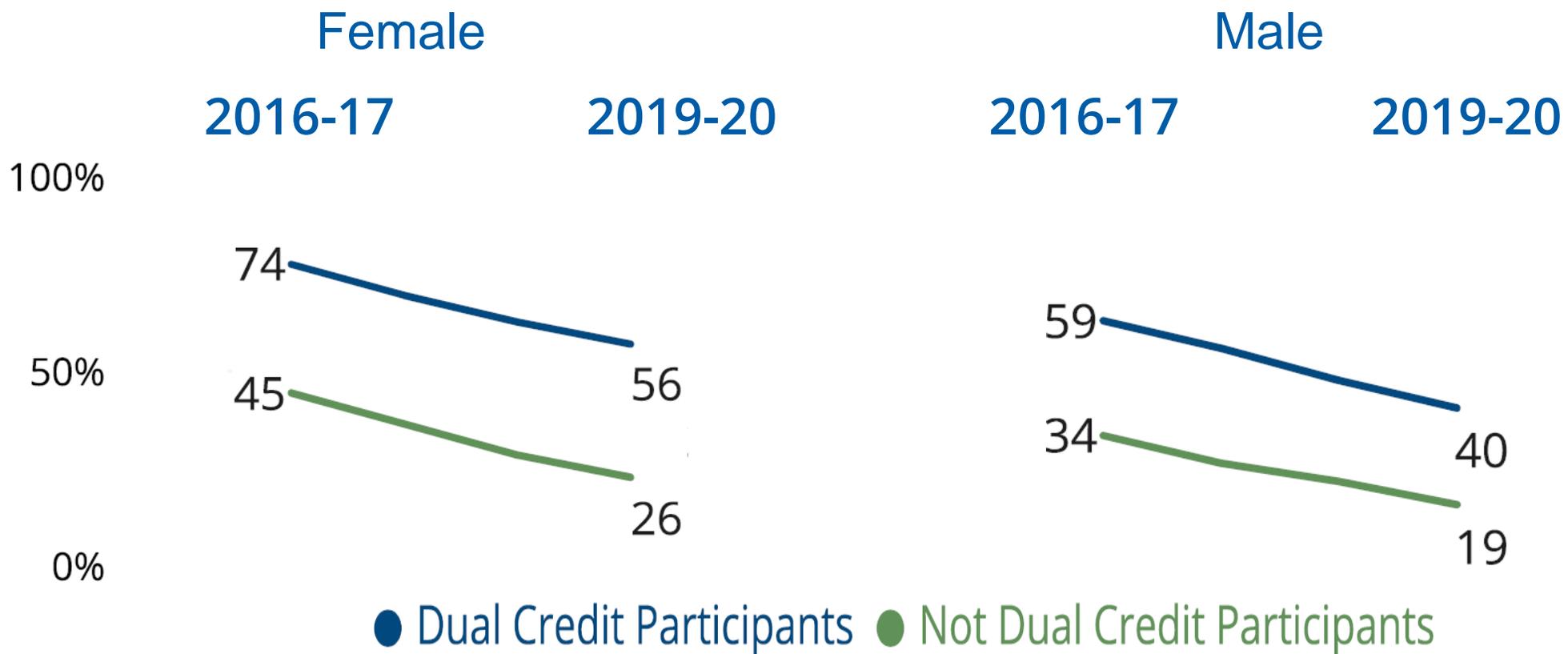
Finding 3:

Go-on rates for dual credit students outpace those of non-participants.

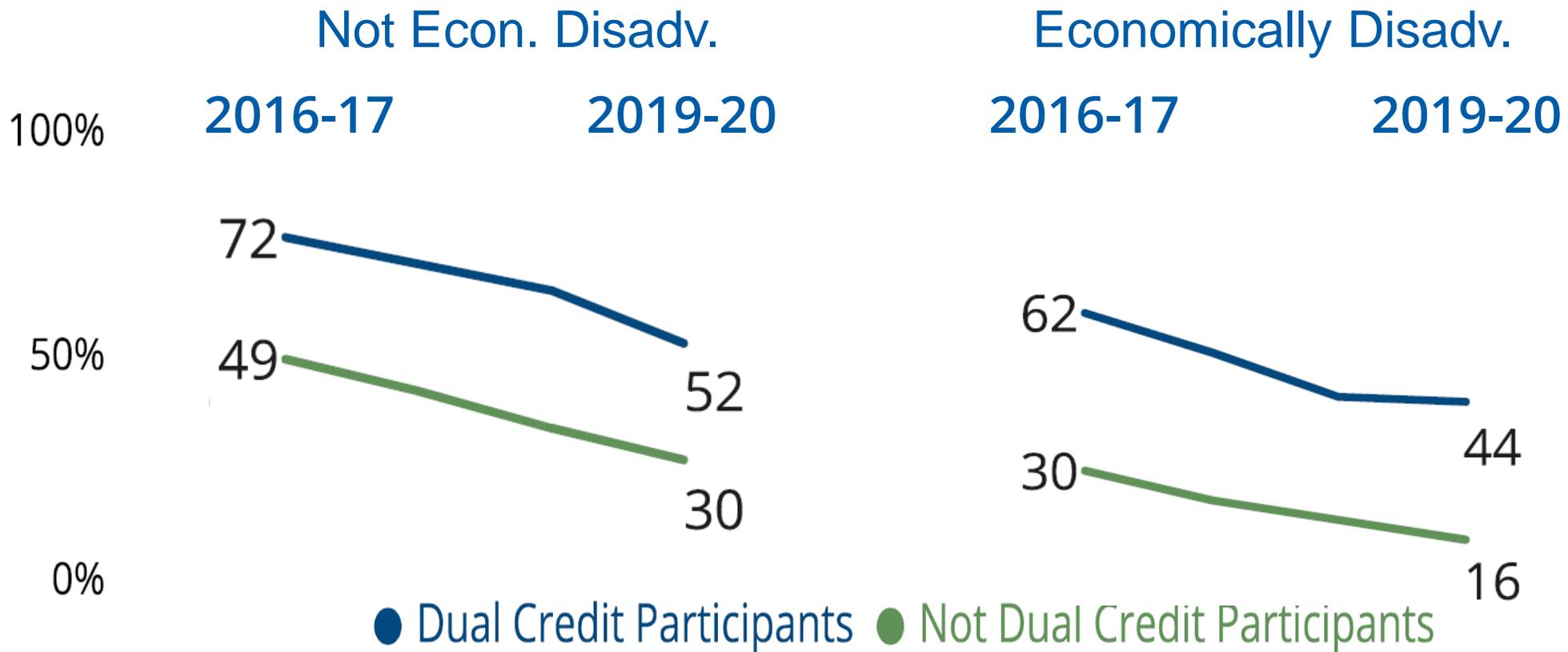
Immediate Go-On Rates: All Students



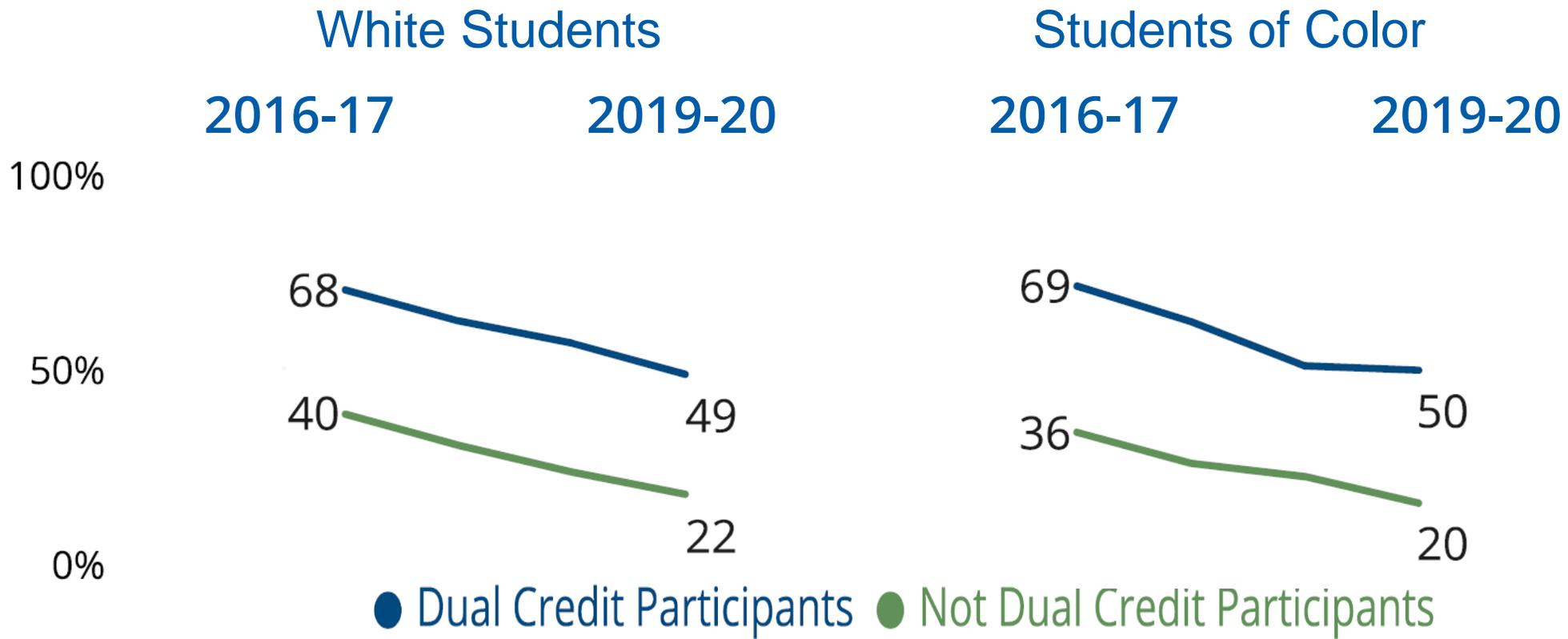
Immediate Go-On Rates: Gender

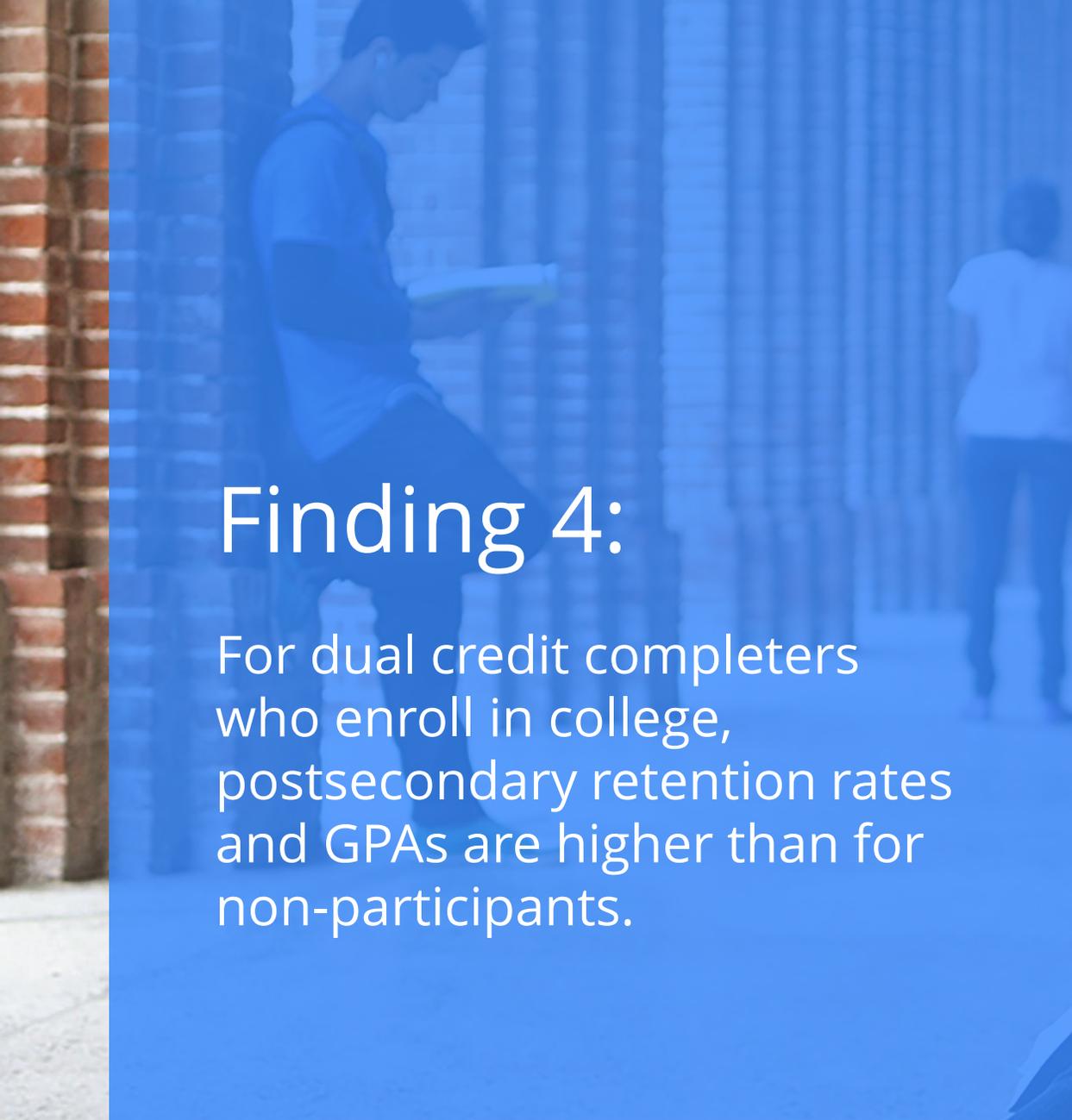


Go-On Rates: Socio-Economic Status



Immediate Go-On Rates: Race/Ethnicity



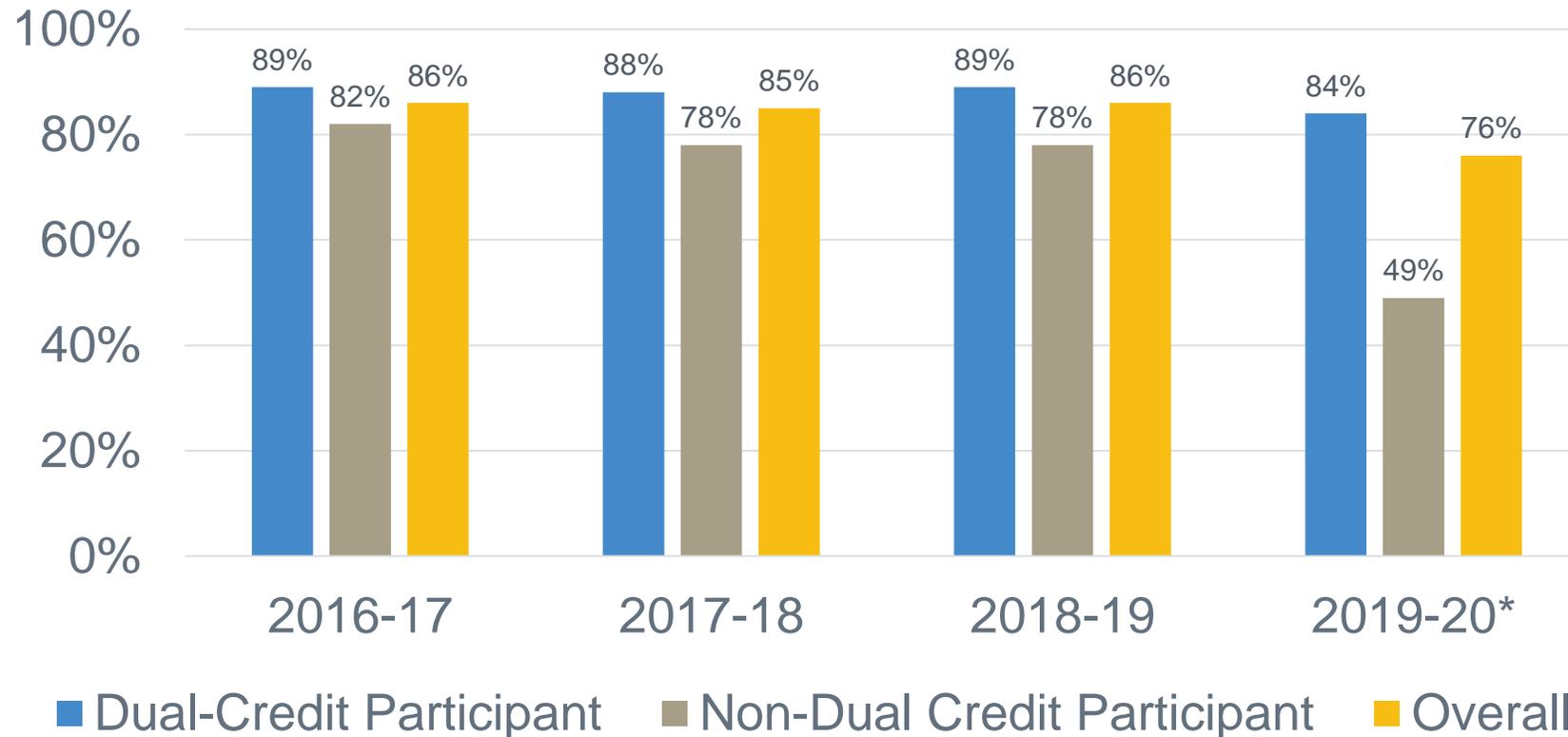


Finding 4:

For dual credit completers who enroll in college, postsecondary retention rates and GPAs are higher than for non-participants.

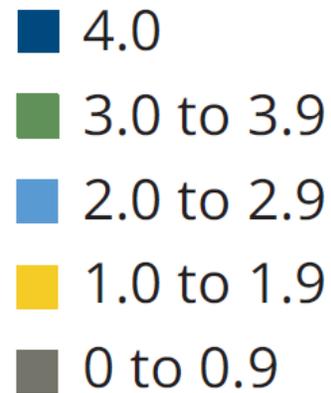
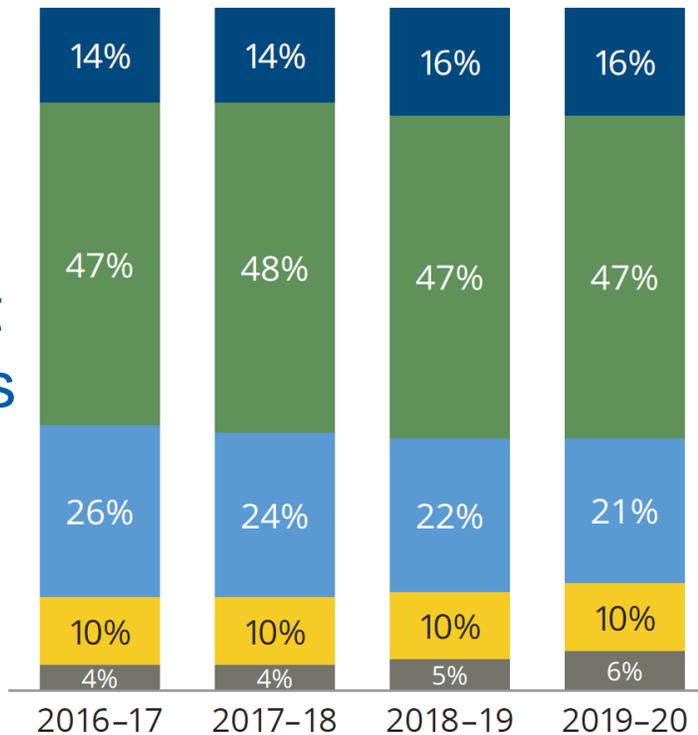


Fall-to-Spring College Retention Rates

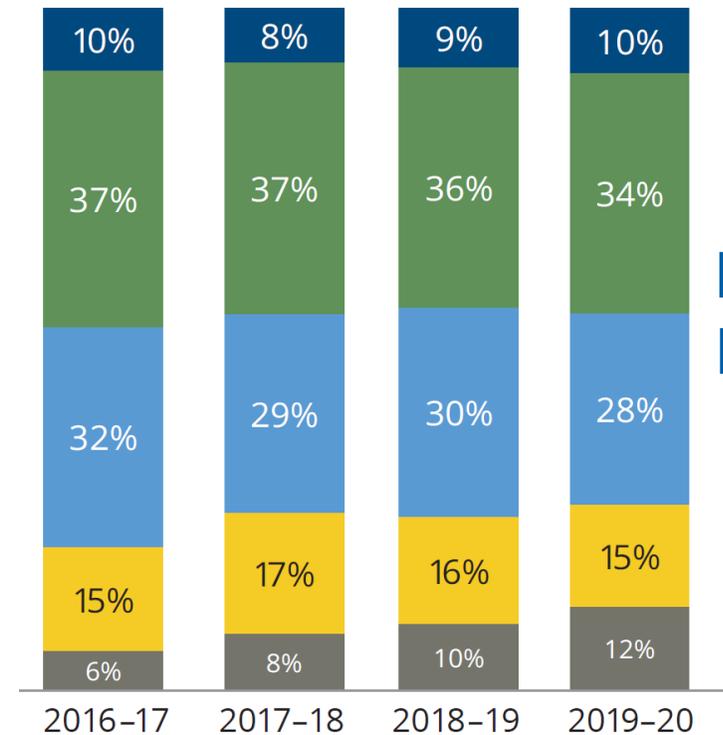


College GPA of Immediate Enrollees

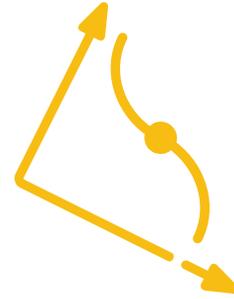
Dual Credit Participants



Non-Participants



Additional Evidence Considered

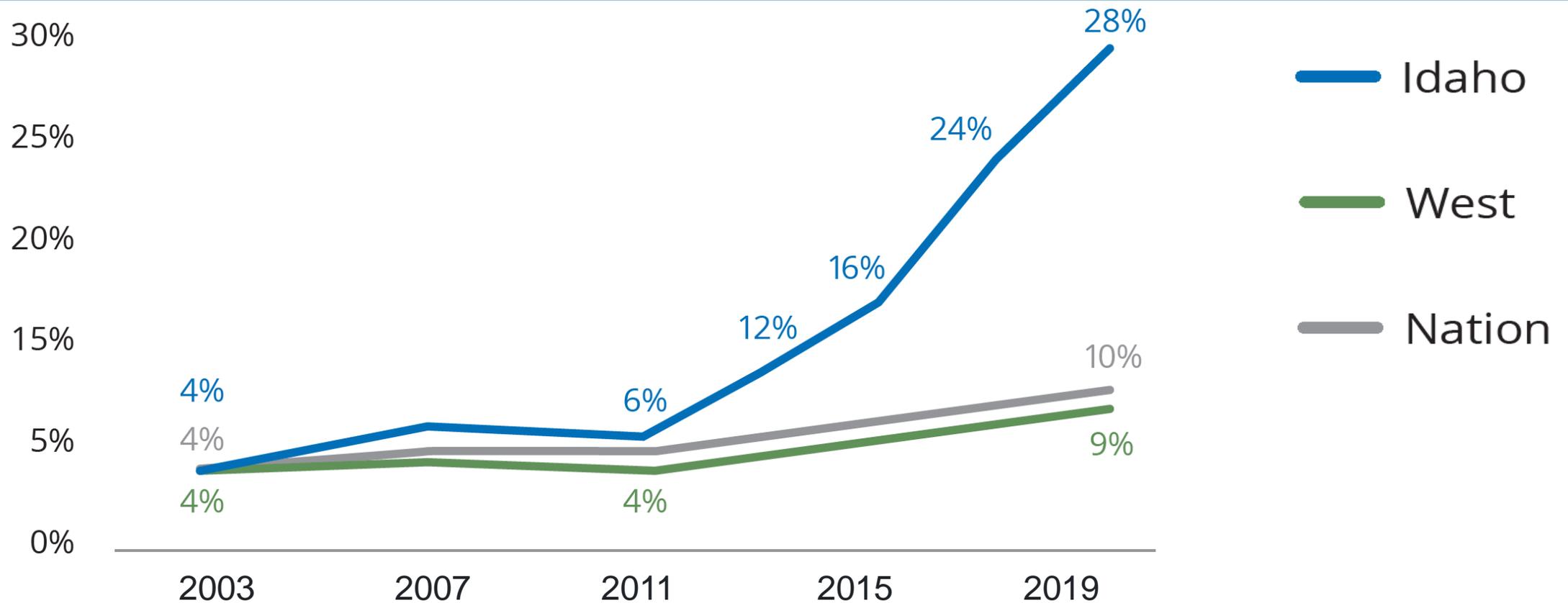


Other Research

- **Moderate amount of existing research:**
 - Good impact on student outcomes
 - Enrollment
 - Credit earning
 - College completion
 - HS graduation
 - Positive ROI



Students Under 18 as Share of Fall Post Secondary Enrollments



Source: WICHE analysis of IPEDS data. H/T John Fink, Community College Research Center.

Conclusions – WICHE Judgment

Using state funds to support dual credit is an appropriate strategy.

Conclusions

- Advanced Opportunities funding policy appears to drive growth in dual credit usage.
- Dual credit usage generally leads to positive student outcomes.
 - Evidence from Idaho's data is suggestive, but supportive.
- Policies appear to provide financial benefit for students and their families.
- Other research suggests positive ROI for Idaho.

Conclusions

- Advanced Opportunities funding policy appears to drive growth in dual credit usage.
- Dual credit usage generally leads to positive student outcomes.
 - Evidence from Idaho's data is suggestive, but supportive.
- Policies appear to provide financial benefit for students and their families.
- Other research suggests positive ROI for state-funded dual credit.

Further Research

- Idaho's data capacity, policy environment, and policymaker interest are virtually unmatched
- Ongoing, focused research can lead to more efficient use of funds
- Generalized reporting is informative, but limited
- Focus on key questions

Questions and Follow-up

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